

VISIT...

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## Tutor Teaching Tips

## Lesson 30: Three-Letter Blends • Part 1

### MATERIALS

#### Letter page

### Introducing Other Final Blends



10–15 minutes

Point to the word *squirrel* on the letter page as you read the word. Explain that the letters *s*, *q*, and *u* blend together at the beginning of the word to make the sounds /sqw/. Have the child repeat the sounds. Point to the words at the bottom of the page and explain that they each start with a 3-letter blend. Have the child tell you the three letters that begin each word and say the sounds they stand for. Ask the child to sound out each word with you as you run your finger under each letter. Then have the child sound out each word on his/her own.

#### Picture cards

Using a large piece of chart paper, write the blends in a row across the page: *scr*, *squ*, *str*, *spr*, and *spl*. Lay the paper on the table. Name the pictures with the child: *screw*, *scroll*, *screen*, *spring*, *spray*, *sprinkler*, *sprout*, *squirrel*, *squash*, *squid*, *square*, *string*, *street*, *stream*, *straw*, *splash*. Ask the child to say the name of each picture and place it under the blend the picture name starts with. Tell the child if he/she forgets the picture name.

### Blend Words



5–8 minutes

#### Letter cards: *s, c, r, a, m*; Workmat

Line up the letter cards *s*, *c*, *r*, *a*, and *m* under the row of five boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left and saying the sound of the letter. When the letters are in the boxes, ask the child to blend the sounds together to say the word.

#### Letter cards: complete set

Repeat the process with the words *squid*, *strum*, *sprig*, *splint*. Give the child the letters needed to blend one word at a time. The child will need to use the row of six boxes for the word *splint*.

#### Game cards

Shuffle the game cards and spread them face down on the table. Have the child turn over two words and read them. If the words either end or begin with the same blend, the child gets to keep the cards. If not, the child turns the cards back over. It is now your turn.

### Teach High-Frequency and Story Words



5–8 minutes

#### Flash cards: *more, saw, when*

One at a time, read the new high-frequency words to the child as you hold up the flash cards. Have the child look at each card and repeat the word. Then hold up each card, say the word, and spell it out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger. Finally, ask the child to practice reading the words as you flash the cards. Repeat several times, mixing up the cards each time.

#### Flash cards: *fish, neck*

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card.

#### Flash cards: complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

## Tutor Teaching Tips

## Lesson 30: Three-Letter Blends • Part 2

### MATERIALS

Letter page

Letter cards:  
complete set

Flash cards

Practice sheet

Decodable book:  
*The Robin*

Decodable book;  
Take-home  
practice sheet

Game cards

### Review Part 1



5–10 minutes

Show the child the letter page and review the blends and their sounds. Ask the child to say some words that start with each blend.

Give the child the letter cards. Say the following words, one at a time: *scrap*, *squint*, *strip*, *sprint*, *split*. Have the child repeat the sounds in the word and find the letters to spell it. Repeat the sounds for the child if he/she has difficulty finding the right letters to use. Have the child run his/her finger under each sound as he/she reads the word he/she has made. Then have him/her make the next word using the letter cards.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

### Decoding Practice



15–20 minutes

Point to the word *spluttered* in row 1. Cover the *-er* and *-ed* endings with your finger and have the child sound out the root word. Then uncover the endings one at a time and have the child read the word with the ending. Finally have the child read the whole word. Point out the word *splendid* and point out the second syllable *-did*. Have the child sound out the first syllable and combine the two parts to say the word.

Then have the child read the rest of the words in row 1. Have the child run his/her finger under each letter as he/she blends the sounds in each word. Then have the child say the whole word. Repeat with the review words in row 2. Call attention to the word *robin*, and explain that the word is made up of two smaller words (*rob*, *in*) that the child knows how to read.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child sound out decodable words in the book saying each sound and blending them. If he/she has difficulty, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what happened in the story.

### Home Connection

Encourage the child to take the book home to read with a family member. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

### Optional Activity

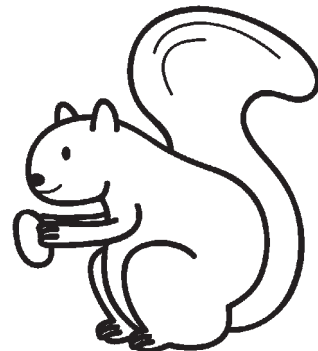
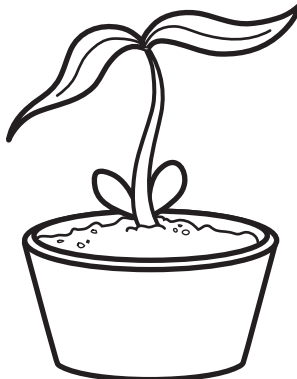
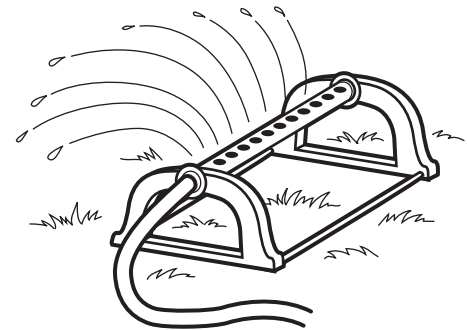
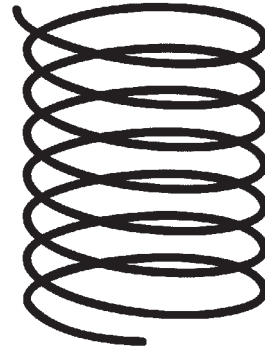
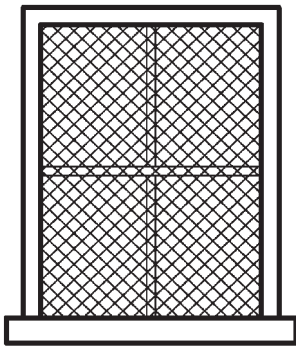
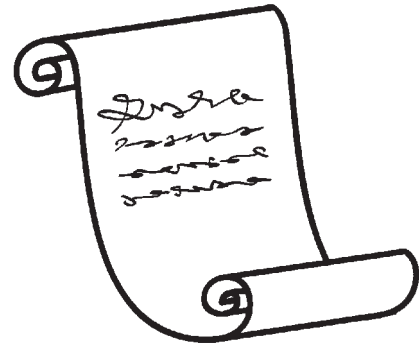
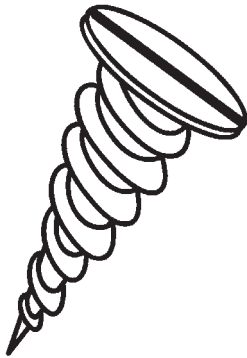
If time permits, play the game from Part 1 again.

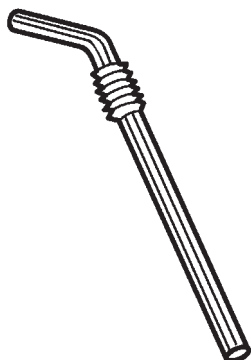
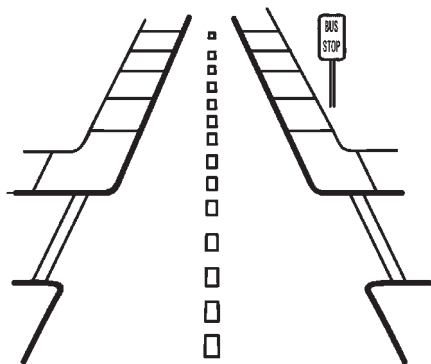
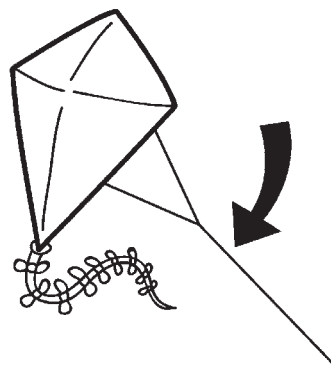
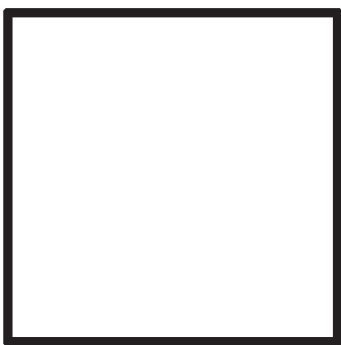
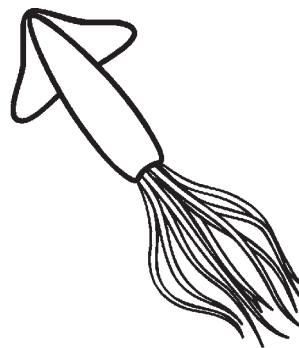
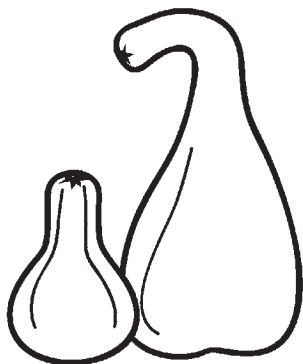
# 3-Letter Blends: **scr, squ, str, spr, spl**



**squirrel**

**scrub   strum   sprint   splat**







|   |   |   |   |   |
|---|---|---|---|---|
| s | c | r | q | u |
| t | p | l | g | d |
| n | m | a | i |   |
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scram

scrap

splat

split

strap

strip

bunk

link

band

bond

bump

camp

plan

plot

smell

smog

prop

print

grill

grim

more

saw

when

fish

neck

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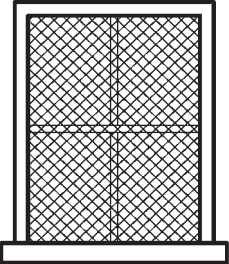
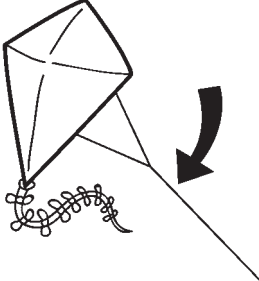
too

take

**INSTRUCTIONS:** Ask the child to practice reading the words and phrases below before reading the book.

|                                |                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------|
| <b>1</b><br>New words          | sprint • split • strap • sprint<br>strip • splint • splendid<br>spluttered • strands |
| <b>2</b><br>Reviewed words     | robin • wind • nest • swim<br>flap • sink • grass • plant<br>felt • pond             |
| <b>3</b><br>New h-f words      | when • more • saw                                                                    |
| <b>4</b><br>Reviewed h-f words | she • out • look • down • from<br>then • so • as • her • could • would               |
| <b>5</b><br>Phrases            | a split strap<br>scruff of the neck<br>a strand of grass                             |
| <b>6</b><br>Sentences          | It was a splendid sprint.<br>Strap the sprig of grass on the splint.                 |

**INSTRUCTIONS:** Have the child name the picture at the beginning of each row. Then have him/her circle the words that have the same 3-letter blend as the picture name.

|                                                                                     |                                  |
|-------------------------------------------------------------------------------------|----------------------------------|
|    | squint    strip    squid    smug |
|    | snap    sprint    sprig    spot  |
|   | spat    stuff    split    splint |
|  | scruff    squid    scrub    skip |
|  | strum    splat    strip    step  |